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**SUBJECT: REQUEST SCHOOL BOARD APPROVAL OF THE 2026-2027
MENTAL HEALTH ASSISTANCE ALLOCATION PLAN**

COMMITTEE: ACADEMICS, INNOVATION, EVALUATION AND TECHNOLOGY

**LINK TO STRATEGIC
PLAN: SAFE, HEALTHY AND SUPPORTIVE LEARNING ENVIRONMENT**

Miami-Dade County Public Schools (M-DCPS) prioritizes the overall well-being of its students and remains committed to identifying students who may need specific interventions, ensuring they receive the appropriate mental health resources, support and care to reach successful educational outcomes. Section 1006.041 Florida Statutes states that the Mental Health Assistance Allocation is designed to provide funding to assist school districts with school and community-based mental health care, train educators and school staff in detecting and responding to mental health challenges, connect students experiencing behavioral health issues with appropriate services and focus on delivering evidence-based mental health care to students. The Department of Mental Health Services, in collaboration with other M-DCPS departments, region offices and school sites, ensures a comprehensive system of support to address the social, emotional and mental health needs of students within the District.

In order to access additional mental health funds for the 2026-2027 school year, each Florida school district is required to submit a Mental Health Assistance Allocation Plan to their individual school board for approval and to then submit the plan to the Commissioner of Education by August 1st.

To optimally support and meet the needs of students and their families, the District continues to follow the Multi-Tiered Systems of Support (MTSS). This approach elevates prevention strategies and supports the development and implementation of programs for the early identification of social, emotional, mental health, and/or substance use challenges, providing students with timely intervention. Transitioning into the 2026-2027 school year, a full continuum of evidence-based supports will be in place focused on social, behavioral and emotional skills; creating and maintaining a positive and nurturing environment that supports well-being; and promoting resiliency to prevent and reduce risk factors that result in mental health challenges.

To continue to fully implement Miami-Dade County Public Schools' (M-DCPS) Mental Health Assistance Allocation Plan, the District will continue to be responsible for coordinating school and community services and resources to deliver evidence-based mental health care for students. Services will continue to include provisions for prevention activities, screenings, assessments, interventions and follow-up services.

The plan in its entirety is attached as Exhibit 1.

RECOMMEND:

RECOMMENDED: That The School Board of Miami-Dade County, Florida, approve the M-DCPS Mental Health Assistance Allocation Plan and authorize the Superintendent to submit the plan to the Commissioner of Education.

2026-27

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL
HEALTH

Dade

MENTAL HEALTH APPLICATION

Mental Health Assistance Allocation Plan



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I. Introduction

Plan Purpose

The Mental Health Assistance Allocation (MHAA) is created to provide funding to assist local education agencies (LEA) in implementing their school-based mental health assistance program pursuant to section (s.) 1006.041, Florida Statutes (F.S.).

Each LEA must implement a school-based mental health assistance program that includes training classroom teachers and other school staff to detect and respond to mental health concerns and connect children, youth and families experiencing behavioral health needs with appropriate services. The program must also implement a multi-tiered system of supports to expand access to evidence-based mental health services, including assessment, diagnosis, intervention, treatment and recovery, for students with mental health or co-occurring substance use needs and those at high risk.

These funds are allocated annually in the General Appropriations Act to each eligible LEA.

Each LEA shall receive a minimum of \$100,000, with the remaining balance allocated based on each school LEA's proportionate share of the state's total unweighted full-time equivalent student enrollment

Charter schools that submit a plan separate from the LEA are entitled to a proportionate share of LEA funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. (Section [s.] 1006.041, Florida Statutes [F.S.]

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FLDOE) by **August 1, 2026.**

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

II. MHAA Plan

A. MHAA Plan Assurances

1. LEA Assurances

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



Collaboration with FLDOE to disseminate mental health information and resources to students and families.



A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received:



- targeted mental health screenings or assessments;
- the number of students referred to school-based mental health services providers;
- the number of referrals made to school-based mental health services providers;
- the number of students referred to community-based mental health services providers;
- the number of referrals made to community-based mental health services providers;
- the number of students who received school-based interventions, services or assistance;
- and the number of students who received community-based interventions, services or assistance.

MHAA Plans for charter schools that opt out of the LEA MHAA plan have been reviewed by the LEA charter school sponsor.



Curriculum and materials purchased using MHAA funds have been reviewed by the LEA and all content is in compliance with State Board of Education Rules and Florida Statutes.



The MHAA Plan is focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Section 1006.041, F.S.



2. LEA School Board Policies and Procedures

Students referred to a school-based or community-based mental health services provider for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.



School-based mental health services are initiated within 15 calendar days of identification and assessment.



Community-based mental health services are initiated within 30 calendar days of referral.



Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health services providers.



Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.



LEA-adopted assessment procedures, at a minimum, include the use of a Department-approved functional assessment tool as required in Rule 6A-4.0013, Florida Administrative Code (F.A.C.) (effective February 24, 2026).



LEA schools and local mobile response teams use the same suicide screening instrument approved by FLDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.



Procedures to assist a mental health services provider or a behavioral health provider as described in s. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S.



Procedures include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.



The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the LEA either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team or be a direct or contracted LEA employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school-sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.



B. LEA Program Implementation

1. MHAA-Funded Evidence Based Programs

Evidence-Based Program (EBP) #1

Evidence-Based Program (EBP)

Youth Mental Health First Aid (YMHFA)

Source: National Council on Mental Wellbeing

Tier(s) of Implementation

Tier 1

Describe the key EBP components that will be implemented.

This course (provided by the National Council on Mental Wellbeing) is primarily designed for adults who regularly interact with young people. It teaches how to help children and adolescents who may be experiencing mental health or an addiction challenge or crisis.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

M-DCPS certified instructors teach this full-day course to personnel who are required to complete the course through House Bill 1421. The course introduces common mental health challenges for youth, reviews typical adolescent development and teaches a 5-step action plan for how to help in crisis and non-crisis situations. Topics include anxiety, depression, substance use disorders, disruptive behavior, and eating disorders. Outcome measures include pre and post participant surveys that measure staff's knowledge of identifying early identification of signs, symptoms and risk factors and their readiness to support youth experiencing a mental health challenge/crisis or substance use disorder.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

The EBP is designed for Tier 1 support.

Evidence-Based Program (EBP) #2

Evidence-Based Program (EBP)

Teen Mental Health First Aid (TMHFA)

Source: National Council on Mental Wellbeing

Tier(s) of Implementation

Tier 1

Describe the key EBP components that will be implemented.

Teen Mental Health First Aid (TMHFA) is supported by the National Council for Mental Wellbeing and teaches high school students (grades 9-12) how to identify, understand and respond to signs of mental illness and substance use disorders among their friends and peers. The training provides students with the skills to have supportive conversations with their friends and get a responsible adult to take over, as necessary.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Trained M-DCPS instructors provide this prevention, awareness and education training to students through a three-day 45-minute course. Outcomes are measured through data retrieved from pre and post survey results indicating confidence in helping their peers, reducing stigmatizing language, recognition of mental health early warning signs, crisis situations, and appropriate help that is available to students.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

The EBP is designed for Tier 1 support.

Evidence-Based Program (EBP) #3

Evidence-Based Program (EBP)

Mindfulness

Source: American Psychological Association

Tier(s) of Implementation

Tier 1, Tier 2

Describe the key EBP components that will be implemented.

Mindfulness is a technique in which one focuses on being intensely aware of what they are sensing and feeling in the moment without interpretation or judgment to relax the body and mind to help reduce stress. M-DCPS' partnership with the Miami Heat, Florida Blue and Mindful Kids Miami and continues with the "Mindfulness Champions Initiative" in all K-12 schools.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Ongoing mindfulness training will be provided to every designated Mindfulness Champion at K-12 school sites. Participants will explore the mental and physical impacts of stress and the research-based benefits of mindfulness practice for educators, and students, which will experience a variety of mindfulness practices in mindful eating, movement, communication, and focused attention practices. Practices for students will also be demonstrated and discussed. Champions will draft an implementation plan for his or her individual school based on lessons learned to bring mindfulness skills and activities to students in K-12 schools.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Evidence-based research shows that practicing mindfulness techniques decreases stress and anxiety (student reported), increases attention (student reported), and improves interpersonal relationships (student reported).

Evidence-Based Program (EBP) #4

Evidence-Based Program (EBP)

Grief Counseling

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Grief Counseling is a type of talk therapy which focuses on the ways in which a death can affect children, teens, and adults. This includes practical strategies for providing compassionate and effective grief support both individually and within a school setting.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Through individual or group sessions, trained school-based mental health providers (SBMHP) will implement Grief Counseling based on school counselor and/or administrator referral, grade level and needs. Students are serviced based on their stage in the process as it facilitates the identification and treatment process.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

The practice is often activities-based and revolves around choice, communication, and connection. Target students will demonstrate emotional regulation (student reported) and reduce anxiety symptoms (student reported).

Evidence-Based Program (EBP) #5

Evidence-Based Program (EBP)

Cognitive Behavior Therapy

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Cognitive Behavior Therapy is a short-term therapy technique that can assist students with new ways to behave by changing their thought patterns. Using CBT can help students reduce stress, cope with complicated relationships, deal with grief, and face many other common life challenges.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Trained SBMHP's, including school psychologists, will use Cognitive Behavioral Therapy techniques and strategies based on school counselor and or administrator referral, grade level, and scheduling needs within individual or group settings that will prevent or reduce depression and anxiety symptoms among school-aged children and adolescents. Treatment will vary based on need and the student's response-to-intervention.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

This practice is provided to students based on self-report or reported by others. With present and future treatment focus, and through a logged monitoring process, the target students will demonstrate improved wellness and/or receive documented services.

Evidence-Based Program (EBP) #6

Evidence-Based Program (EBP)

Solution Focused Brief Therapy (SFBT)

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Solution Focused Brief Therapy (SFBT) is a therapeutic technique to assist students to find solutions to problems that occur in their lives. The focus is to provide a strength-based approach towards future goals, as opposed to exploring past traumas. Symptoms of stress, anxiety, and depression may be reduced, leading to improvements in interpersonal relationships.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Trained SBMHP's will implement SFBT techniques and strategies based on school counselor and/or administrator referral, grade level and scheduling needs. This includes a variety of modalities which include individual, group, and teacher consultations, focusing on student behavioral and emotional issues, academic problems, and social skills. The length of the sessions is brief and flexible.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

This practice is provided to students based on self-report or reported by others. Through a monitoring process, the target students will demonstrate improved wellness and/or receive documented services. Observable sessions will demonstrate solutions to problems and provide students with the opportunity to examine or evaluate progress toward the identified goal, as evidenced by user-rating scales and other measures.

Evidence-Based Program (EBP) #7

Evidence-Based Program (EBP)

Dialectical Behavioral Therapy (DBT)

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Dialectical Behavioral Therapy (DBT) is a type of CBT that is a form of talk therapy that helps the student identify negative thinking patterns and change unhelpful behavior. There is evidence that DBT can be useful in treating mood disorders, suicidal ideations, and changes in behavioral patterns such as self-harm or substance abuse.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Through the use of brief, flexible, individual or group sessions, trained school-based mental health providers (SBMHP) will implement DBT based on school counselor and/or administrator referral and grade level. This technique will focus on teaching emotional regulation skills that reduce problem behaviors among adolescents.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

This practice is provided to students based on self-report or reported by others. With a present and future treatment focus, and through a logged monitoring process, the target students will demonstrate improved wellness and/or receive documented services. More extensive services will exist if the student is deemed a high risk of suicide or other destructive conditions.

Evidence-Based Program (EBP) #8

Evidence-Based Program (EBP)

PREPaRE

Source: National Association of School Psychologists

Tier(s) of Implementation

Tier 1, Tier 2

Describe the key EBP components that will be implemented.

PREPaRE is a curriculum and training developed by the National Association of School Psychologists (NASP) developed to improve and strengthen school safety and crisis management plans and emergency response. With a multitiered perspective, Mental Health Coordinators receive training on how to provide student support during a crisis event whether it is at the school-site or during reunification.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

School-based mental health professionals will learn skills to be implemented as crisis prevention and intervention. During crisis response and recovery, school-based mental health providers will be able to evaluate risk of psychological trauma and provide aid.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

All individuals who receive training will gain a better understanding of the organization and function of a comprehensive safety and crisis team and/or will attain the knowledge and skills needed to meet the mental health needs of students/staff after a crisis. The district will review outcome measures that include improved school climates among student crisis situations. Through a survey or anecdotally, it is expected that a school and students' level of functioning will return to previous levels after a crisis.

Evidence-Based Program (EBP) #9

Evidence-Based Program (EBP)

Play Therapy

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Play Therapy is a therapeutic modality meeting children at their level to bring about change and healing. This method is used with students who may not be able to process their own emotions or adequately articulate problems to others.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Trained mental health professionals will implement Play Therapy techniques based on the school counselor and/or administrator's referral, grade level and scheduling needs. The child will receive services through a variety of modalities that include individual and group sessions. The length of the sessions is brief and flexible.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Students will measure themselves in relation to self-concept, locus of control, anxiety, and other appropriate progress monitoring measures. These include behavior checklists with ratings and items that focus on academic achievement and functioning.

Evidence-Based Program (EBP) #10

Evidence-Based Program (EBP)

Motivational Interviewing

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Motivational Interviewing is a counseling method that involves enhancing a student's willingness to change by means of four guiding principles: resist the rightly reflex; understand the students' own motivation; listen with empathy; and empower the student. The tool is used to help students recognize their own reasons for doing something.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Mental Health Professionals will participate in additional motivational interviewing training to gain further competence in supporting students through their feelings of ambivalence. Motivational Interviewing will be implemented among individual and group settings for students that present at-risk behavior.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

As a result of this intervention and through observation, students will be able to identify thoughts and feelings that cause continued maladaptive behaviors and will be able to develop more effective patterns that aid in behavior change. Students will also be able to identify triggers and develop more appropriate coping skills.

Evidence-Based Program (EBP) #11

Evidence-Based Program (EBP)

The Zones of Regulation

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Zones of Regulation is a curricular framework that teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings and utilizes a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Trained mental health professionals will implement this framework based on the school counselor and/or administrator referral, grade level and scheduling needs. This item will be implemented in individual and group sessions that will be brief and flexible.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

This practice is provided to students based on self-report or reported by others. Through a logged monitoring process, the target students will demonstrate improved wellness and/or receive documented services. Outcome measures will result in reduction of office discipline referrals (ODRs) also known as Student Case Management (SCM) Referrals, reduction in the use of restraint (Safe Crisis Management), reduction of risk behavior and an increase in the time spent in the Least Restrictive Environment for students with disabilities.

Evidence-Based Program (EBP) #12

Evidence-Based Program (EBP)

Youth Suicide Awareness and Prevention Training

Source: Florida Toolkit for K-12 Educators

Tier(s) of Implementation

Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Youth Suicide Awareness and Prevention Training is titled, “Miami-Dade County Public Schools Suicide Prevention Training”. This course is available to all instructional personnel in the district, and the content is an adaptation of the Florida Toolkit for K-12 Educators to Prevent Suicide and Miami-Dade County Public Schools' Suicide Prevention Policy and Procedures. M-DCPS utilizes this training to assist schools in obtaining the “Suicide Prevention Certified School” designation.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Through this program, individuals learn how to recognize the warning signs of suicide, know how to offer hope, and know how to seek help. The learning objectives include identifying the risk factors and warning signs for suicide, identifying the protective factors for suicide prevention, conducting a suicide inquiry in a supportive and nonjudgmental manner, applying referral procedures, learning about risk assessments and recognizing the need for immediate intervention.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co- occurring substance abuse diagnoses and students at high risk of such diagnoses.

Schools are encouraged to train all staff and attain 100% compliance. All individuals who receive training develop a better understanding of how to assist a child in crisis. The district reviews outcome measures among all student crisis situations. Through assessment, it is expected that a student’s level of functioning will return to previous levels after a crisis.

Evidence-Based Program (EBP) #13

Evidence-Based Program (EBP)

De-Escalation Training

Source: American Psychological Association

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

De-Escalation, through Safe Crisis Management, is a comprehensive training program focused on preventing and managing crisis events and improving safety in schools. Safe Crisis Management has a trauma-sensitive approach with emphasis on building positive relationships with individuals. The program is designed to assist staff with responding to the needs of all individuals and particularly with the needs of the most challenging.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

School Based Mental Health Professionals were trained in the various strategies to use which include responsiveness, support and problem solving. This further includes the utilizing of internal resources with a focus on active listening through emotional experience. Participants receive information on early identification of escalation, preemptive methods of de-escalation and intervention, using rapport, patience, and empathy to resolve challenging situations and learning how to regain connections during a crisis.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

All individuals who receive training gain a better understanding of how to assist any child who is in crisis. In addition, staff participants will be more equipped to mitigate the need for more extensive interventions which include involuntary examinations due to varying levels of self-harm. Trained members also can take a proactive approach when providing services to at-risk students.

Evidence-Based Program (EBP) #14

Evidence-Based Program (EBP)

Positive Youth Development

Source: American Psychological Association

Tier(s) of Implementation

Tier 1

Describe the key EBP components that will be implemented.

Positive Youth Development is a proactive approach that the district emphasizes through its commitment to maximizing opportunities for its students to reach their full potential. M-DCPS' partners the Positive Coaching Alliance (PCA) and select high schools, providing support for athletic coaches and student-athletes by integrating character development, mental wellness, and self-esteem into the athletic experience. The program leverages positive youth development to actively foster mental health, emotional wellness and self-esteem.

Early Identification

Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional or behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.

Training is provided to multiple stakeholders at each school, and participants are provided with on-demand resources. Depending on their role, participants receive training by coaches who cover a wide range of sports and areas of focus which include: Physical and Psychological Safety, Supportive Relationships, Opportunities to Belong, Positive Social Norms, Support for Efficacy and Matterering, Opportunities for Skill Building, Appropriate Structure and Integration of Family, School and Community Efforts.

High Risk Students

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

This training equips participants to better support themselves and others with navigating academic challenges or difficult life experiences. With these skills, trained individuals can take a proactive, strength-based approach when serving at-risk students.

2. Additional Programs, Interventions, and Strategies (Not Funded by MHAA)

Program Name

Ending The Silence Program

Tier(s) of Implementation

Tier 1

Program Description

In partnership with the National Alliance on Mental Illness (NAMI), the Ending the Silence (ETS) for student program supports a 50-minute presentation designed for middle and high school students that includes warning signs, facts, and statistics and how to get help for themselves or a friend. Research has shown that this program is effective in changing middle and high school students' knowledge and attitudes toward mental health conditions and toward seeking help. Presenters from this program also include young adults who have experienced mental health challenges.

Program Name

Kevin Love Fund

Tier(s) of Implementation

Tier 1

Program Description

Through a strategic partnership with the Kevin Love Fund (KLF), Miami-Dade County Public Schools (M-DCPS) provides educators and K-12 students with specialized curriculum and content designed to enhance both physical and mental well-being. To support effective implementation, teachers engage in comprehensive training sessions during the summer, while KLF staff deliver interactive, large-group sessions directly to selected students throughout the school year. The program places a profound emphasis on cultivating cultural empathy and breaking down the barriers of stigma that often surround mental health conversations.

Program Name

M.A.S.T.E.R (Mental Wellness Success Takes Everyone's Responsibility) Mind and Heart Awards

Tier(s) of Implementation

Tier 1

Program Description

To further support the mental well-being of students and cultivate and support positive, nurturing learning environments in all schools, the Office of Mental Health Services provides a school recognition award opportunity for all schools. The application includes criteria for three award designations (MASTER Mind; MASTER Heart; and MASTER Mind and Heart) and focuses on school programs/initiatives, professional learning, community partnerships and parent outreach. At the end of the school year, award recipients participate in a special ceremony and receive a banner.

Program Name

Mental Wellness Clubs

Tier(s) of Implementation

Tier 1

Program Description

To prioritize student-led advocacy, Miami-Dade County Public Schools (M-DCPS) establishes Mental Wellness Clubs across all K-12 schools to empower youth to champion mental health awareness and education. These student-led organizations serve as a vital bridge connecting the student body to both school and community-based mental health resources. By spearheading original initiatives and leading targeted wellness projects, club members take an active role in fostering a supportive school culture and directly reducing the stigma surrounding mental health.

Program Name

Mindful Peer Exchange

Tier(s) of Implementation

Tier 1

Program Description

The Mindful Peer Exchange program helps provide students with the knowledge they need to recognize traits and behaviors that make them more resilient in facing a mental health challenge is important. In partnership with Florida International University (FIU), and National Association on

Mental Illness (NAMI), this program pairs FIU students (those pursuing a degree in a mental health-related field) with classes of high school students. The FIU students research and prepare an age-appropriate, research-based presentation including facts and myths of teen mental health challenges and how to seek assistance for themselves or others when they need help and ensure they know how to get help.

Program Name

Mindfulness Sanctuary

Tier(s) of Implementation

Tier 1

Program Description

As an extension of the District's Mindfulness Program, this initiative establishes dedicated mental wellness sanctuaries at select high schools through a generous partnership with the Miami HEAT and Florida Blue. These specialized spaces are designed to support student well-being by providing a dedicated mental wellness room where students can participate in structured, evidence-based mental health activities. To complement the indoor sanctuary, participating schools also feature a student-accessible sitting garden and a vibrant mural, creating a holistic environment for relaxation and reflection. The district ensures the long-term success of these sanctuaries by providing ongoing support and connecting schools with external resources to continually enhance the student wellness experience.

Program Name

Universal Screener Program

Tier(s) of Implementation

Tier 1, Tier 2

Program Description

The Universal Screener is designed to identify students at risk for behavioral and emotional challenges that can impact learning and adjustment. Through a pre and post test model, students in grades 4, 6 and 9 at select schools are provided with the BASC-3 BESS (Behavioral and Emotional Screening System) Instrument which comprises 26 questions. Among completion of the pre-test during the fall, the district meets with each team to review the Behavioral and Emotional Index score with emphasis on students considered at-risk based on the results. Select students are provided with intervention support based on the MTSS framework, prior to receiving the post-test in the spring in anticipation of further analysis.

3. Policy, Roles and Responsibilities

Direct Employment:

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

All students in M-DCPS have access to a school-based mental health professional as the district works to continue to expand the hiring of school counselors, school social workers, school psychologists, and mental health coordinators to directly support students' social, emotional, and mental well-being. This supports the reduction of staff to student ratios and increases direct support for students.

Established Policies and Procedures:

Describe your LEA's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs.

M-DCPS facilitates ongoing professional learning for administrators and school-based mental health professionals to strengthen their capacity to become more efficient in caseload management while increasing their knowledge in mental health practices. School-based mental health professional allocations, assignments and referrals for services are reviewed regularly to ensure appropriate staffing at schools to meet the needs of students.

Providers and Partners

Describe the role of school-based mental health providers and community-based partners in the implementation of your evidence-based mental health program.

School-based mental health providers directly support students and families with social, emotional, and mental health needs to enhance and maximize student success. Additionally, community-based partners are utilized on a referral basis to provide students and families with a more intensive level of support.

4. Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

M-DCPS ensures a strong collaboration of services and support for students and families as evidenced by contracts and agreements with the following local behavioral health providers:

The following agencies are linked to the allocation: Ayuda Inc., Behavioral Aid Solutions Inc., Citrus Health Network, Inc., DTT Coaching Services, LLC., Empowering Youth, Inc., Face To Face Mental Health Services, LLC, Healthy Connections, CMHC, Inc., Inspire4Purpose, LLC., Invo Healthcare Associates, LLC, Jewish Community Services of South Florida, Inc., Prosperity Social & Community Development Group, Inc., The Chrysalis Center, Inc. DBA Chrysalis Health, The Florida International University Board of Trustees, and The Village South, Inc.

In addition, agreements established with the Children's Trust include Jessie Trice Community Health System, University of Miami, Community Health of South Florida, Inc., Nicklaus Children's Hospital, Citrus Health Network, Inc., and Hazel Health Inc.

Furthermore, other agreements include The Village South-Westcare Mobile Response Team. Services include direct support for students and families which involve individual counseling, group counseling, family counseling, screening and assessments, case management, and other related services.

5. Employment Verification

Three Positions - Curriculum Support Specialist (CSS)

Roles and Responsibilities:

Three CSSs hired by the Office of Mental Health Services must have experience in school counseling, mental health counseling, or school social work. They are primarily responsible for planning, coordinating, and driving the collaboration of mental health services, supporting schools and mental health professionals hired through the MHAA and related grants. Their primary responsibilities include but are not limited to the tasks below:

- Develop materials and present training to staff across the district related to mental health.
- Provide Youth Mental Health First Aid training for school and district personnel.
- Support school-based mental health professionals with data collection and documentation.
- Assist school staff in identifying students' mental health needs and recommending appropriate methods to improve well-being.
- Support the district's Crisis Response efforts.
- Assist administrators and school personnel in the coordination and collaboration of mental health services within the schools and the community.
- Support outreach efforts for parents and community to increase awareness and education of the services and supports available.
- Assist with monitoring the implementation of the various mental health programs affiliated with the District's Mental Health Services department.
- Serves as a leader and resource to administration, schools, and staff.

One Position - Administrative Assistant

Administrative Assistant supports the overall operations of the Office of Mental Health Services aligned with the Mental Health Assistance Allocation. Works in connection with all departments within the district and with community agencies, vendors, partners and organizations to ensure sound procurement, fiscal, payroll, invoicing and accounts payable operations.

C. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2026-2027 Florida Education Finance Program (FEFP):

\$19,296,781.00

Unexpended MHAA funds from previous fiscal years:

\$0.00

Grand Total MHAA Funds:

\$19,296,781.00

D. District School Board Approval

This application certifies that the School Superintendent and School Board approved the District's MHAA Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the MHAA in accordance with s. 1006.041(14), F.S.

Note: The charter schools listed below have **Opted Out** of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

0026 — BridgePrep Academy of Miami Gardens
 0072 — Summerville Advantage Academy
 0100 — Mater Academy
 0312 — Mater Gardens Academy
 0332 — Somerset Academy (Silver Palms)
 0339 — Somerset ACES (South Homestead)
 0342 — Pinecrest Academy (South Campus)
 0400 — Renaissance Elementary Charter School
 0402 — Somerset Academy Continental
 0510 — Archimedean Academy
 0520 — Somerset Academy
 0600 — Pinecrest Preparatory Academy
 0754 — Somerset Academy Charter School (Homestead)
 0950 — Aventura City of Excellence School
 1010 — The Charter School at Waterstone
 1017 — Mater Academy of International Studies
 2003 — BridgePrep Academy South
 2004 — International Science & Asian Culture (ISAAC) Academy
 2007 — Somerset Academy Charter Elementary School (South Miami Campus)
 2012 — Somerset Arts Academy
 2013 — BridgePrep Academy of Greater Miami
 2022 — Mater Biscayne Academy North Miami ES
 2031 — Pinecrest Glades Academy
 2060 — Theodore R. & Thelma A. Gibson Charter School
 2332 — KIPP Miami - Liberty City
 3000 — Mater International Academy
 3003 — Mater Preparatory Academy
 3026 — Doral International Academy of Math and Science
 3029 — Doral Academy of Technology
 3030 — Doral Academy

3032 — Palm Glades Preparatory Academy
3033 — Somerset Oaks Leadership & Innovation (SOLI)
3034 — BridgePrep Academy of Village Green
3036 — BridgePrep Academy of Village Green MHS
3100 — Mater Academy East Charter School
3600 — Downtown Miami Charter School
3610 — Keys Gate Charter School
4000 — Miami Children's Museum Charter School
4010 — Mater Academy Bay Elementary
4012 — Somerset Academy Silver Palms at Princeton
4037 — Somerset Academy Kendall
4050 — BridgePrep Academy of North Miami Beach
5002 — Somerset Preparatory Academy Sunset
5004 — Pinecrest North Preparatory (Fontainebleau Campus)
5006 — Everglades Preparatory Academy
5007 — Lincoln-Marti Charter School (Hialeah Campus)
5008 — Somerset Gables Academy
5015 — Somerset Palms Academy
5020 — BridgePrep Academy Interamerican Campus
5022 — Ben Gamla Charter School
5025 — Lincoln-Marti Charter School (Little Havana Campus)
5028 — BridgePrep Academy of Doral Elementary School
5038 — BridgePrep Academy of Doral Middle-High School
5043 — Lincoln-Marti Charter School (International Campus)
5045 — Mater Grove Academy
5047 — Mater Academy (Miami Beach)
5048 — Pinecrest Academy (North Campus)
5049 — Pinecrest Cove Academy
5052 — Mater Lakes Collegiate Academy HS
5057 — Mater Lakes Collegiate Academy MS
5062 — Somerset Academy Bay
5219 — Doral Academy North Charter Elementary
5384 — iMater Academy
5412 — Mater Brickell Academy Middle
5414 — Mater Academy SoLé Mia
5416 — Mater Academy Kiwanis
5417 — Miami Tech at Mater Innovation Academy
5422 — Mater Brickell Academy High
5555 — Mater Biscayne Academy North Miami MS
5556 — Mater Biscayne Academy North Miami HS
6004 — Somerset Academy Charter Middle School

6006 — Archimedean Middle Conservatory
6012 — Mater Academy Charter Middle School
6013 — Somerset Academy Charter Middle School (South Homestead)
6014 — iMater Academy Middle School
6015 — Sports Leadership Arts Management Charter Middle School (SLAM)
6016 — Collegiate Preparatory Academy
6017 — International Studies Virtual Academy
6018 — The SEED School of Miami
6022 — Pinecrest Preparatory Academy Middle School
6024 — Sports Leadership & Management (SLAM) - North Miami
6028 — Renaissance Middle Charter School
6030 — Doral Academy Charter Middle School
6032 — Mater Academy Bay MS
6033 — Mater Academy Lakes MS
6045 — International Studies Charter Middle School
6046 — Somerset Preparatory Academy Middle School (Homestead)
6047 — Mater International Preparatory
6053 — Somerset Academy Middle School (South Miami Campus)
6083 — Just Arts and Management (JAM) Charter Middle
6128 — Somerset Academy Bay MS
6997 — Mater Academy Virtual Charter School
7007 — International Studies Charter High School
7009 — Doral Performing Arts & Entertainment Academy
7014 — Mater Performing Arts & Entertainment Academy
7016 — Sports Leadership Arts Management Charter High School (SLAM)
7018 — Mater Academy Lakes HS
7020 — Doral Academy Charter High School
7026 — Don Soffer Aventura Charter High School
7027 — Pinecrest Glades Preparatory Academy Middle-High School
7032 — Palm Glades Preparatory High School
7034 — Somerset Academy Charter High School (South Homestead)
7042 — Somerset Academy Charter High School
7050 — Keys Gate Charter High School
7053 — Pinecrest Preparatory Academy Charter High School
7059 — Miami Arts Charter School
7060 — Everglades Preparatory Academy High School
7067 — Green Springs High School
7068 — North Gardens High School
7069 — North Park High School
7078 — Somerset College Preparatory Academy South HS
7079 — Pinecrest North Preparatory High School

7080 — Charter High School of the Americas
7090 — iMater Preparatory Academy High School
7108 — Sports Leadership Arts Management Charter High School (North Campus)
7120 — Mater Academy Bay HS
7144 — Charter High School of the Americas (Florida City)
7160 — Mater Academy Charter High School
7221 — Biscayne Ridge High School
7242 — Somerset Preparatory Academy High School (Homestead)
7262 — City of Hialeah Educational Academy
7265 — Archimedean Upper Conservatory
7516 — Kendall Greens High School
7675 — Doral Park High School

Mental Health Assistance Allocation (MHAA) Plan

2026-2027

Due August 1, 2026

District Name: Miami-Dade

Planned Funds and Expenditures 2026-2027

Section 1. MHAA Plan Funding Summary		\$ Amount
MHAA provided in the 2026-2027 Florida Education Finance Program:		\$19,296,781.00
Unexpended MHAA rollover funds from previous fiscal years: Please confirm the unexpended amount with your Finance Department.		\$0.00
Total MHAA Plan Funds for Section 1:		\$19,296,781.00

Section 2. Planned Expenditure Summary – School-Based Services Funded by the MHAA Plan		Total \$ Amount
Profession	Total Number	
School Counselor(s) – DOE-certified	7	\$644,000.00
School Psychologist(s) – DOE-certified	1	\$92,000.00
School Social Worker(s) – DOE-certified	31	\$2,852,000.00
DOH Licensed Mental Health Services Providers (LP, LCSW, LMFT, LMHC, Provisional)	77	\$7,084,000.00
Mental Health Administrator(s)	6	\$660,000.00
Mental Health Support Staff (Upload in CIMS School Board Documentation)	4	\$325,000.00
Total Planned Expenditures for Section 2:		\$11,657,000.00

Section 3. MHAA Continued Summary of Planned Expenditures (Itemized expenditures)	\$ Amount
Expenditures for services provided by community-based mental health program agencies or providers:	
Contracted agencies for tier 3 services provided to students and families	\$2,340,000.00
Expenditures for professional learning and training:	
Mental Health Professional Development and Training	\$45,000.00
Expenditures for travel (in-county, out-of-county, in-state, out-of-state):	
Mental Health Related Conferences	\$6,000.00
Expenditures for supplies, materials and equipment:	
Technology and Material	\$22,500.00
Mental Wellness/Five Hour Resiliency Program, Threat Alert System, and Wellness Programs	\$810,000.00
Informational Materials and Resources	\$8,281.00
Charter School Proportionate Share:	
Charter School Allocation	\$4,403,000.00
DJJ School Allocation	\$5,000.00
Additional Expenditures	\$0.00
Total Planned Expenditures for Section 3:	\$7,639,781.00
Planned unexpended rollover MHAA funds:	\$0.00
Submission Date:	7/22/2026

See tab below for additional page to include itemized expenditures.

If you experience difficulty completing this form electronically, contact 850-245-7851 or StudentSupportServices1@fldoe.org.

Form Revised 3/11/2026